DOCUMENT RESUME

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TITLE	Modules in Children's Literature (6 Modules). Description of Teacher Inservice Education Materials.
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DESCRIPTORS	Childrens Books; *Childrens Literature; Elementary Education; *Instructional Materials; *Learning Modules; Reading Habits; *Reading Interests; *Reading Material Selection; Student Attitudes

ABSTRACT

The learning modules described are for the use of students in education or practicing teachers who wish to develop strong interest in reading in elementary students. The contents of the modules are described as well as the activities and resources involved in their use. Ordering information for materials and a critique of the modules are provided. (JD)

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DESCRIPTION OF TEACHER IN-SERVICE EDUCATION MATERIALS

A. SUMMARY INFORMATION

Title: MODULES IN CHILDREN'S LITERATURE (6 Modules)

Publication Date(s): January 1975

Intended Users: Students in education (pre-service); adaptable for inservice teachers who are interested in making reading an integral part of a child's life

Grade Level(s): K - 6

Number: Individual or group

Primary Focus: The emphasis of the modules is on learning skills that will ensure strong student interest in reading.

School subject(s) and/or in-service topic(s) covered:

Children's literature, knowing and appreciating children's literature, record keeping, reading children's literature aloud, recreational reading in the classroom, sharing books, using trade books in the content area are the inservice topics covered in the subject of reading.

What participant does in using the materials:

The student reads the objectives, reads the material presented, supplements this material with library books if it is felt to be necessary, and then does one of the performance expectations. The performance expectations can be written statements of active participation with a child or group.

Resources:

Essentially the VI modules in one spiral notebook comprise this product.

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Describer critique:

The value placed on reading - both silently and aloud - as a method to increase individual sensitivity and group cohesiveness; as well as to increase learning and enjoyment, make this product a valuable tool. The excellent lists of award-winning books on American Indians, books by subject matter and graded books to be read aloud all add to the usefulness of this product.

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1.0 PURPOSES:

This module was developed by the Teacher Corps personnel at Stevens Point, Wisconsin. As can be seen from the objectives, it aims to teach the English teacher how to present books to children in a way that will make reading an integral part of their lives.

The following are the objectives:

1. The user should be able to recognize the various types of children's trade books.
2. The user should know sources of information for finding books of quality.
3. The user should know how to evaluate the quality of books.
4. The user will be able to help himself and children set realistic goals for recreational reading.
5. The user will know how to keep records for himself and how to help a child keep records so that progress can be seen.
6. Users will know the basis for choosing appropriate books for oral reading.
7. Users will realize the value of sharing books orally.
8. Users will understand the necessity of scheduling a definite time of the school day for 'reading together'.
9. Users will realize the value of scheduling time for recreational reading during the school day.
10. Users will understand the necessity of helping children find books of interest and ability level on an individual basis.
11. Users will understand the value of having children share books with one another.
12. Users will realize that book sharing can be correlated with many other subjects.
13. The user will understand how trade books are a valuable supplement to teaching content areas.
14. The user will understand how to teach a unit of work based on trade books.

2.0 CONTENT — Scope and Sequencing of Topics:

The contents are as follows:

Module I. Knowing and Appreciating Children's Literature 14 pgs.

Module II. Record Keeping in Children's Literature 1 pg.

Module III. Reading Children's Literature Aloud 9 pgs.

Module IV. Recreational Reading in the Classroom 1 pg.

Module V. Sharing Books 6 pgs.

Module VI. Using Trade Books in the Content Area 19 pgs.

There is a pre-assessment test. This presumably could be used as an indicator of whether or not the user needs to study these modules, although that is not said anywhere in the product. The questions on the pre-assessment test are used throughout the product as part of performance expectations at the end of each chapter.

The material was meant to be used sequentially and in its entirety. However, the lists of books would be useful to parent or teacher.

3.0 ACTIVITIES AND RESOURCES INVOLVED IN USE OF PRODUCT

3.1 Description of main in-service activities:

The teacher reads the objectives, reads the material presented, refers to books (any available in their library) on helping children read if he feels the need for more information, and then does what is asked under Performance Expectations. The Performance Expectations ask the participant to do one of a selection of activities. For instance, for Module I, the Performance Expectations are as follows: 1) "Show evidence of a personal recording of books read; or 2) Make a bibliography of children's books for a chosen subject and write question I of the pre-assessment test as a take-home exam." (Question I is as follows: "List five trade books and authors to use at any chosen grade level and tell how you would use them to help children appreciate literature.")

3.2 Help given in use of product:

Essentially the six modules come with the product. They are all encased in a bright red heavy duty paper cover in spiral notebook form.

4.0 EVALUATION OF TEACHER INSERVICE LEARNING

Whether this product is used with a group of students or individually, the work done on the Performance Expectations activities would have to be evaluated by a faculty member.

The pre-assessment test would be checked by a faculty member also.

5.0 ORDERING INFORMATION

5.1 Resources required/recommended:

Essentially the one spiral notebook of modules is required.

The amount of time spent on these modules would vary from one group to another. Especially indicative of amount of time spent would be which Performance Expectation activity was chosen. If one chose an Expectation that actively dealt with children, one would have to have a child or group of them to read to. A faculty member is recommended.

Two references were mentioned (but could be substituted by other books readily available). They are: 1) Arbuthnot, May Hill and Sutherland, Zena, Children and Books, Scott, Foresman and Co., 1972, and 2) May, Frank B., To Help Children Read: Mastery Performance Modules for Teachers in Training.

5.2 Distributor name/address:

Teacher Corps Program
University of Wisconsin
Stevens Point, Wisconsin

(715) 346-0123

5.3 Components/approximate costs:

Component	Purchase	Rental	No. Req.	Reusable
MODULES IN CHILDREN'S LITERATURE*	$2.00	-	1	Yes

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6.0 HISTORY OF DEVELOPMENT

6.1 Identification of the developer:

Ruth H. Schmatz was the developer. This product was developed by the Wisconsin Indian Teacher Corps Program at the University of Wisconsin-Stevens Point, Stevens Point, Wisconsin.

Directors of the projects developed under this program were Terry Snowden and Bonnie Dana.

6.2 How developed and when:

This project was developed in the spring of 1974 and printed in January, 1975. The field testing was done in the public elementary school classrooms. The minority focus for this project was the American Indian, as 35% of the elementary public schools in Stevens Point are composed of that group.

6.3 Evidence of effectiveness with users:

There are no field test data available at this time.

C. DESCRIBER CRITIQUE

Appropriateness / adaptability / technical quality:

The book lists of award winning books, helps for evaluating books, graded book lists to be read aloud, examples of book reports, examples of ways to teach children to do research based on one story, and the list of books by subject (i.e., historical fiction, inner city problems, problems of understanding self) are all very helpful to inservice teachers or teachers of young children. All of these lists could easily be used in any group setting. The material is unique in its list of 63 books on American Indians - all of which were "read, reviewed and recommended by an American Indian."

Content accuracy/social fairness/community acceptance issues:

The content seems to be accurate. There seems to be no ethnic or sex bias. The stories to be read aloud and some of the lists stress Indian life, but because the material was designed to be used in a school with 35% Indian population this seems relevant and reasonable.

Overall summary/comment:

The emphasis placed on reading - both silently and aloud - as a method for increasing individual sensitivity and group cohesiveness, as well as increasing learning and enjoyment, makes this product a valuable teacher training program. The reading lists would be of value to anyone who works with young children.

Modules II and IV could use more explanation to be more effective.

The material is enhanced by the objectives at the beginning of each module and by the Performance Expectations in each module. However, it would perhaps be even more beneficial if the student were required to do all of the Performance Expectations instead of just choosing one. They do not seem to be overly time consuming.